**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Anchor Text: “The Power of Magnets” Expository Non-Fiction * Respond to text questions orally and/or in writing from Think Through the Text. | | |  | |
| **Building Knowledge**   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | research, familiar, gadgets, inventions, experiments, electric, prove, improve, power, force, motor, magnetism, repel, attract, electricity, current, atom, magnetic fields/poles, generator, electromagnet | | | | |
| **Foundational Skills**   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities.  ESL: Use cognates (Span/Eng) to build academic vocabulary; **higher-tier = more cognates: electric/eléctrico; solution/solución experiment/experimento; familiar/familiar; magnetism/magnetísmo; effect/efecto; invention/invento; cause/causa; problem/problema** | | | | |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |

**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week |  | | | Explain how magnets work. How they are useful to us? Use evidence from the text. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.1, RI.3.4, RI.3.10 | | | | |
| Writing  W.3.2 | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Optional 🡪 🡪 | | | | |
| **Building Knowledge**   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  *All students experience all texts and resources regardless of level.* | **Journeys Resources**  Photo Essay: “Electromagnets and You”  Read Aloud: “Maglev Trains”  **Other Resources**  ReadWorks: “Magnetism, Magnets: Types of Uses” (Lexile 820)  <http://www.readworks.org/passages/magnetism-magnets-types-and-uses>  “Magnets,” by Christian Lopez ([www.getepic.com](http://www.getepic.com))  “Junior Scientists: Experiment with Magnets,” ([www.getepic.com](http://www.getepic.com))  “Science Explorer: Magnets,” by Christine Taylor-Butler ([www.getepic.com](http://www.getepic.com))  **Other Media Resources**  “Bill Nye the Science Guy and Magnetism”  <https://vimeo.com/121217374>  “The Science Behind Magnets: How Do They Work?”  <http://viewpure.com/MZtTVsIOA9c?start=0&end=0> | | | | |
| **Vocabulary**  Drawn from the texts | Complete the **Rolling Vocabulary** activity | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills**   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Use the writing process to revise the writing the writing prompt from last week. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.4, RI.3.10 | | | | |
| Writing  W.3.2 | | | | |